DOCUMENT RESUME

ED 473 669 CE 084 516

TITLE	How to Start Intergenerational Programs in Communities.
PUB DATE	2002-09-00
NOTE	34p.; Written by VMAssociates, Inc., Windsor Mill, MD and produced by the Ready At Five Partnership. Produced by Maryland Intergenerational Coalition. Supported by Harry and Jeanette Weinberg Foundation.
AVAILABLE FROM	For full text: http://www.readyatfive.org/images/pdfs/coalition manual.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	At Risk Persons; Church Role; Churches; *Community Programs; Cooperative Programs; Coordination; Delivery Systems; Demonstration Programs; Early Childhood Education; Elementary Secondary Education; Family Literacy; Fund Raising; Government Role; Grants; *Intergenerational Programs; Lifelong Learning; Mentors; Nonprofit Organizations; *Older Adults; Orientation Materials; Partnerships in Education; *Program Development; Program Effectiveness; Program Guides; Program Implementation; Public Agencies; Public Relations; Religious Organizations; *Resource Materials; School Community Programs; Stakeholders; Strategic Planning; Training Methods; Tutors; Urban Youth; Voluntary Agencies; Volunteer Training; Volunteers
IDENTIFIERS	Church Community Relationship; *Community Action Agencies; *Maryland

ABSTRACT

This document is designed for use by community organizers in creating, developing and maintaining an intergenerational program. Starting with a brief overview of the Maryland Intergenerational Coalition, the document describes (in short, bulleted entries) the activities and accomplishments of various intergenerational programs in Maryland, such as Ready at Five. Several definitions of what constitutes an intergenerational program and the benefits to youth and seniors follow. Next are listed these 10 categories of intergenerational programs: youth serving frail elders; oral history projects; pen pal exchange; partnerships with active senior adults; elders in service to youth; intergenerational child care; co-located programs; intergenerational discussion programs; one-time events; and mentoring programs. The latter category is more fully described in a later section, including how to start a mentoring program, orientation training, volunteer job description, and the relationship to faith-based initiatives. Following that is a checklist for developing intergenerational partnerships; a list of considerations and cautions; and programming elements. Very brief descriptions of fourteen model programs are next listed. Following that is a section on measurement of program outcomes, including evaluation process planning, development and data collection. Next, methods of finding both human and financial support are described along with a list of grant opportunities. Finally, lists of materials for purchase, intergenerational web sites, and the membership of the Maryland Intergenerational Coalition are included. (AJ)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 669

How to Start Intergenerational Programs in Communities

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. Corwin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Maryland Intergenerational Coalition

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

The Maryland Intergenerational Coalition is grateful to the **Harry and Jeanette Weinberg Foundation, Inc.** for their generous support of the Coalition. This publication was funded through a grant from the Weinberg Foundation.

The Coalition acknowledges the support of its founding members:

Maryland Department of Aging

Maryland State Department of Education

Ready At Five Partnership

United Seniors of Maryland

Written by VMAssociates, Inc.—Windsor Mill, MD
Produced by The Ready At Five Partnership

All photos courtesy of Generations United
Photography by:
Heather Hawke—Photo 1
Cleone Mocik—Photo 2
Karen Larsen—Photo 3

September, 2002

Conveners

United Seniors of Maryland

Maryland Department of Aging

Maryland State Department of Education

Ready At Five Partnership

Coalition Chair
Charlie Culbertson

111 S. Calvert Street
Suite 1720
Baltimore, MD 21202
(410) 727-6290
Fax (410) 727-7699
ra5@mbrt.org

Message from the Maryland Intergenerational Coalition

On behalf of the Maryland Intergenerational Coalition, I am delighted to provide you with a copy of iHow to Start Intergenerational Programs in Communitiesî. This guide was written for you and your colleagues. It is intended to assist you in creating, developing and maintaining intergenerational programs in your community.

The goal of the Intergenerational Coalition, since it was formed in 1998, is to encourage the intentional interaction and cooperation between generations. All of the Coalitionís effortsñoffering conferences and symposia; awarding Incentive Grants; convening community iFirst Talksî, and publishing this How To Guide–advance its mission of supporting opportunities for individuals, families and communities to enjoy and benefit from the richness of an age-integrated society.

My best wishes to you as you embark on this noble mission of ilinking the generationsî

Charlie Culbertson, Chair
Maryland Intergenerational Coalition

The Maryland Intergenerational Coalition exists to stimulate and support intergenerational opportunities at the community level that will enhance interaction and cooperation which will improve the lives of children, youth and older adults.

Table of Contents

Historical Overview of the Maryland Intergenerational Coalition	1
Definition(s) of "Intergenerational Programs"	4
Why We Should Celebrate Intergenerations	5
Benefits of Intergenerational Programs	6
Categories of Intergenerational Projects	7
Getting Ready: Caution! Curve Ahead	9
Check List of Intergenerational Partnerships	10
Elements of Intergenerational Programming: Preparation and Implementation	11
Model Programs	12
Mentoring: An Example of a Successful Program	14
Faith-Based Initiatives	18
Measuring Program Outcomes	19
Resources and Support	22
Maryland Intergenerational Coalition	
Membership	26
How to Find Out More	28

HISTORIAL OVERVIEW OF THE MARYLAND'S INTERGENERATIONAL COALITION

Early Beginnings of the Maryland Intergenerational Programs:

Maryland has a long and rich history of recognizing the value of linking the generations and improving the lives of the young and old. And, with the ever increasing number of seniors residing in Maryland new interest has been generated. More programs, organizations and agencies have focused attention on "linking the generations."

U.S.M. and Ready At Five:

- Worked to secure passage of State legislation enabling grandparents and other adults to give consent for childhood immunizations (1993)
- Mobilized Marylandís seniors to increase the number of children who receive timely immunizations (1993-95)
- Produced a video highlighting the role seniors play in improving the healthy growth and development of young children. The video featured candid interviews with senior leaders, state officials, grandparents, pediatricians and Harold Baines of the Baltimore Orioles. (1995)
- Ready At Five produced ***Senior Power +Young Children=School Readiness*** (January 1998) for U.S.M. The report documented the vital role senior citizens play in the lives of children and served as the catalyst for the creation of the Maryland Intergenerational Coalition

First Statewide Intergenerational Conference (November, 1996)

- **Intergenerational Connections: Challenges and Choices for Communities** featured 12 successful programs, national, state and local, operating in Maryland. Coordinated by the Maryland Office on Aging, with Interages, The Ready At Five Partnership, United Seniors of Maryland, Governorís Office for Children, Youth, and Families, Governorís Office on Volunteerism, Corporation for National Service of MD/DE and the Delmarva Foundation, the conference was the catalyst for the development of the coalition.

- Developed a Resource Guide of all known intergenerational programs for participantís reference

Maryland Intergenerational Coalition (spring 1998)
Initial founders included: Maryland Departments of Aging and Education, The Ready At Five Partnership, Interages and United Seniors of Maryland.

- Coordinated the **Intergenerational Stakeholderís Meeting** (May 1998) to gauge interest in and build enthusiasm for the formation of the Coalition. Donna Butts, Executive Director of Generations United (and a Maryland resident), was the featured speaker.

- Commissioned the development of **Children and Seniors Together** (CAST) - a Senior Awareness Seminar - to orient a cadre of senior citizens across Maryland about the needs of young children and to initiate discussion about intergenerational opportunities and programs.

HISTORIAL OVERVIEW OF THE MARYLAND'S INTERGENERATIONAL COALITION

- Distributed a **survey,** with assistance from the Maryland Association of Elementary School Principals, to all elementary and secondary principals and to the early childhood community, to compile examples of effective practices in intergenerational programs. Many of the presenters at the forum were initially identified from these surveys.

- Convened the Second Intergenerational Conference,(May 1999): **Bridging the Generations: A Community Approach** to showcase intergenerational efforts and feature partnerships that promote community-based intergenerational programs. Over 125 citizens representing every jurisdiction in Maryland attended.

- Developed a **strategic plan** which included:
  - providing support to a cluster of communities to develop and implement intergenerational programs
  - conducting and disseminating an inventory of programs to identify effective intergenerational practices

- Convened the Third Intergenerational Conference, (May 2000): **Linking the Generations for Early Childhood Development**) to showcase the work of the Coalition and the program models that connect senior citizens and young children in pre-school settings, libraries, elementary schools, at senior centers and senior facilities, and in churches.

- Distributed **Programs That Work for Communities: An inventory of Some Intergenerational Programs in Maryland,** compiled from responses to the survey distributed in elicit examples of community based programs.

- Produced and mailed a **newsletter** (February 2001) to over 2200 constituents (including elementary school principals, Area Offices on Aging, Senior Centers, Local Management Boards, Head Start Grantees), and distributed through all Coalition member organizations.

- Received funding from the Harry and Jeanette Weinberg Foundation, Inc. to support the Coalition.

- Individual Coalition members supported **legislation** (2002 General Assembly Session) **SB 186 - HB 701** Education - **Children in Out-of-County Living Arrangements - Informal Kinship Care** allowing a child to attend a public school in a county where the child is not domiciled with the childís parents or legal guardian due to a serious family hardship. Bill was not referred out of committee.

- Published three newsletters (Fall 2001; Spring and Summer 2002) to increase awareness about intergenerational opportunities, to offer resources and contacts, and to publicize relevant events and activities.

- Coordinated **Getting Started: The Nuts and Bolts of Intergenerational Programs** (September 2002) featuring a presentation from Generations United staff and a panel discussion...An Ideas Exchange: Your Opportunity to Listen and Learn About Successful Intergenerational Programs and Partnerships.

- Produced and disseminated a *How to Start Intergenerational Programs in Communities* Guide

- Convening (Fall 2002) a series of "First Talks" in select jurisdictions to stimulate local interest and dialogue about the benefits of intergenerational programs to enrich and strengthen families and communities.

The Maryland Coalition 2002 – 2003 Action Agenda

- To identify strategies to support intentional intergenerational collaboration in communities.

- To provide technical assistance and support to interested individuals, organizations and communities in the development and implementation of intergenerational programs.

- To implement "First Talks" seminars to encourage intergenerational collaboration and planning among community stakeholders.

DEFINITIONS OF AN INTERGENERATIONAL PROGRAM

"An intergenerational program is a planned intentional interaction of different age groups, infant to elderly, in a variety of situations at a level that provides close communication, sharing of feelings and ideas and cooperative activity in meaningful tasks."

Peacock and Talley
Intergenerational Contact: A Way to Counteract Ageism 1984

"Intergenerational projects are generally defined as systematically planned events over time involving youth and older adults (usually over age 55) for their mutual benefit."
Peacock and Talley
Intergenerational Contact: A Way to Counteract Ageism 1984

"Intergenerational programs are activities or programs that increase cooperation, interaction or exchange between any two generations. It involves the sharing of skills, knowledge or experiences between young and old."

The United States National Council on Aging

Photo By: Faye Brown

"Intergenerational programs help children improve their school performance, boost self-esteem, reinforce that they are needed by the community, stimulate mental capacity, promote life-long learning, reconnect them with their community, introduce them to new experiences with children from diverse backgrounds, and rekindle the joy of living."
Intergenerational Innovations

"Whether in school or community settings, dialogues between the generations can help older generations feel connected and of service while offering stability to children and youth."
Donna Butts, Generations United

"Intergenerational programs provide opportunities for individuals, families and communities to enjoy and benefit from the richness of an age-integrated society. They reach beyond the needs and interests of the individuals involved and enrich society as a whole."
Interages, Inc.

"Intergenerational programs are a great way to teach the value of people caring for each other. As the different generations get to know each other, negative stereotypes—and the barriers they create—begin to fall away."
Leisure and Aging, National Recreation and Park Association

"Intergenerational programs are the purposeful bringing together of different generations in ongoing mutually beneficial planned activities designed to achieve specified program goals. Through intergenerational programs, young and old share their talents and resources, supporting each other in relationships that benefit both the individuals and the community."
AARP

BENEFITS OF INTERGENERATIONAL PROGRAMS

	FOR YOUTH	FOR SENIOR ADULTS
Emotional Support		
	Improve understanding of elders Improve self-esteem Provide unconditional love	Provide something to look forward to Provide non-threatening situations Provide unconditional love Provide laughter Provide a sense of newness Diminish loneliness and boredom Improve self-esteem
Mental Stimulation	Learn about various stages of the life cycle Become acquainted with physical limitations of the senior adults Learn about illness and death as a natural occurrence	Opportunity to share history Opportunity to contribute and share Learn about children in todayís society Openness of childrenís questions
Physical Recreation		
	Provide varied experiences Active participation Become aware of need for all ages to exercise	Encourage activity
Social Roles	Opportunity to serve others Friendship on a continuing basis Role outside the family Develop social skills	Opportunity to serve others Friendship on a continuing basis Motivation to converse with peers Feel needed
Sensory Stimulation		
	Touch Listening Visual, auditory, tactile experiences through art	Touch Listening Visual, auditory, and tactile experiences through art

SOURCE: Interages, Inc., Montgomery County Maryland (Nuts and Bolts of Intergenerational Programs)

Intergenerational programs most often fall into one of the following ten categories:

1. **Youth Serving Frail Elders**
   Requires close collaboration with facilities serving frail elders; clear guidelines on what students are to do; orientation of students provided by facility; preparation and reflection activities provided. There are any number of ways that students can work with the seniors, from reading to craft projects to playing games together. Appropriate for ALL ages; you can NEVER be "too young" to help someone.

2. **Oral History Projects**
   These can take place either in the school or at a senior adult facility. Again, close collaboration is needed. Several visits should be allowed to maximize the comfort level of both age groups and to encourage sharing. Programs may also want to include the senior adults asking questions of the young people in an effort to enrich the experience. This kind of project is most appropriate for 3rd grades and up, and generally requires senior adults who are able to give a clear account of their lives.

3. **PenPal Exchange**
   Rich language arts experiences can be provided through letters. Particularly in areas where transportation makes visiting in person difficult, the generations can come to learn more about each other in writing. With technology, it may be possible to do some of this via the computer or even through telephones that are installed in schools to oversee and provide direction to the phone relationships. It is a good idea to plan at least one face-to-face meeting. Also, when corresponding with to frail seniors, remember that someone needs to assume the responsibility of reading the letters to the seniors and helping them write their reply.

4. **Partnerships with Active Senior Adult Populations**
   There are limitless ways that youth and active seniors can come together. Intergenerational choruses, drama troupes, and cross-age community service projects for needy populations are but a few suggestions. These partnership require involvement of staff from both age groups and enthusiasm on the part of the senior citizens to interact with children on a regular basis.

5. **Elders in Service to Youth**
   Senior adults can be rich resources in communities in meeting the needs of children, but it takes extensive staff work to recruit, train, and maintain a cadre of older volunteers. Service options will not appeal to many retirees, and "burn-out" is common if projects are not closely monitored. Still, countless communities depend on their older residents to mentor and tutor youth, help in immunization drives, participate in recreational activities, work with AIDS children, and provide respite care to families with disabled children.

6. **Intergenerational Child Care**
   Senior adults bring a certain calming and stabilizing force in the hectic world of childcare. Recruiting and training appropriate elders is time- consuming, but many different projects have demonstrated what a valuable role seniors can play in early care centers.

CATEGORIES OF INTERGENERATIONAL PROJECTS

7. **Co-located Programs**
An emerging trend is housing child day care programs in adult day care centers or in other facilities where older adults participate. There are also some senior centers that operate in school buildings. Having the two populations in one place eliminates a huge barrier to the development of intergenerational projects. With good coordination between the youth and elder staffs, there are endless possibilities for coming together.

8. **Intergenerational Discussion Programs**
Inviting senior adults to join students in cross-age discussion projects offer a great opportunity for both age groups to dispel stereotypes and learn more about the otheris point of view. Particularly well-suited to social studies classes, the groups can discuss events in recent American history or in current issues that affect both generations, such as crime and violence prevention. If possible, at least six sessions should be planned, and recruitment of senior adults may take some effort. But if well-planned, most participants will not want the experience to end...students have been observed staying after the bell has rung...even when their next period is lunch!

9. **One-time Events**
Many schools like to sponsor "Grandparents Day," "Senior/Senior Proms," and other events that are one-time intergenerational opportunities. Similarly, many schools will plan to visit elder facilities around holiday time to sing or otherwise perform for the seniors. These are wonderful ways to "break the ice" and sometimes lead to the development of on-going interactions. On their own, such one-time events dispel some stereotypes and provide great fun for everyone, and itis a shame not to build on this good feeling by continuing to connect

10. **Mentoring Programs** (See pages 12-18)

SOURCE: "Challenges & Choices for Communities," Intergenerational Connections

You are energized and ready to "merge generations!!" As with any well developed plan, however, there are several **CHECK POINT** areas of development to consider:

- ✓ Be sure you have a clear idea (picture) of what you want to do. What was the need that created your interest in initiating an Intergenerational Program? What kind of projects or activities (i.e. tutoring, companionship, community service support, mentoring) will be involved. What age group(s) will be involved (pre-school, elementary, secondary)? What is your target service area?

- ✓ Ask for input. Now that you have the idea, find out what senior adults and youth think. Survey their priorities. Include them in the "early" stage planning process. Help them "own" the project or program.

- ✓ Partner with others. Seek those with the talents and resources to support your ideas and who can help implement the project or program. These are people who have past experiences with intergenerational programs or who can connect you to beneficial resources to get the job done.

- ✓ Make use of community stakeholders. Inform and include organizations and people whose support will encourage positive success of the project or program. Identify for them the benefits of their involvement and emphasize the direct and indirect benefits to their inclusion in the development process, both educationally and economically.

- ✓ Develop an ongoing evaluation process. For clarity in program development and implementation this is an important part of "first steps". Evaluation should be viewed as a communication tool between you, your partner, and those you serve. Used regularly, it will help resolve problems and provide insight useful for program improvement. Evaluation also maintains interest and investment from all partners. Highly under-rated, evaluation is an excellent public relations tool.

CHECKLIST FOR DEVELOPING INTERGENERATIONAL PARTNERSHIPS

Intergenerational partnerships are well worth the effort, but need to be carefully planned with the school staff and staff from the selected senior adult facilities (nursing home, senior center, adult day care centers, etc.) participating in the planning. All the good intentions in the world will not magically transport children to facilities or bring senior adults to the schools without certain considerations.

For a School or Youth Group

1. What are your overall objectives? Do you want to involve a set number of students or as many students as possible? Do you want personal relationships to form? Do you expect a few or many members of the senior population to participate? Will this be a ONE-TIME event or an on-going project?

2. WHERE and WHEN do you expect the project to take place? Will students be permitted to leave school? If so, how often? If seniors are to come to the school, will they need special arrangements for parking or handicapped accessible rooms? Will staff from their facility join them? Who will be responsible for the well-being of the seniors?

3. Is the school administration supportive? What key staff members need to be involved?

4. What kind of preparation will the students have prior to meeting with the senior adults? What kind of "reflection" will take place after the visits?

For a Senior Adult Facility

5. What objectives do you have for your population in designing an intergenerational program?

6. How many residents would you like to include? Will these residents be pre-selected? Will it be the same group of seniors for the length of the project or will different seniors be involved each time?

7. What time of day works best to implement a project with students? How many students at one time can the facility handle?

8. Can the residents come to the school for a one-time event and/or continuing project?

9. Are there staff members who will meet with the students to prepare them for the visits to your facility?

ELEMENTS OF INTERGENERATIONAL PROGRAMMING

There are several important details to consider when selecting the appropriate model intergenerational program for your organization.

PREPARATION

- **Awareness/Marketing**
- **Needs/Resource Assessment**
- **Collaboration**
- **Goals, Objectives, and Action Steps**
- **Funding**
- **Program Design**
- **Monitoring and Evaluation**

PROGRAM IMPLEMENTATION

- **Recruitment**
- **Training**
- **Ongoing Administration**
- **Reflection**
- **Recognition of Participants**
- **Retention**

SOURCE: **Intergenerational Program Development: Putting the Pieces of the Puzzle Together**
AARP, Amy Goyer

MODEL PROGRAMS

The following are several examples of MODEL PROGRAMS to consider during the PLANNING phase of intergenerational program development:

- **Adopt-a-Grandparent** – This model is a great opportunity for youth to be of service and to feel needed. Through a variety of activities, youth develop sensitivity and respect for the needs of others, develop lasting friendships with older people; and learn to work as a team on special community and special interest projects. For the older adults, it is an opportunity to share knowledge and regain a sense of usefulness.

- **Career Days and Career Exploration** – These programs bring older volunteers into the classrooms and to youth groups to discuss their professional vocational experiences. This information and ensuing dialogue provides a guide to future choices they will be required to make.

- **Foster Grandparents** – This is one of the oldest and largest intergenerational programs, which began as a component of ACTION and is now part of the Corporation for National and Community Service. Foster Grandparents recruits women and men willing to reach out to physically, mentally, and emotionally handicapped children and to accept their role as a "grandparent." Volunteers attend 40 hours of pre-service orientation and receive monthly in-service training.

- **Health** – Programs that tap the skills of retired teachers and nurses to teach safety, basic health and hygiene at the preschool level is an important intergenerational activity that can be presented with lively discussions and demonstrations.

- **Intergenerational Discussion Programs** – These are programs that encourage youth and senior adults in cross-age discussions. This activity is a great opportunity for both age groups to dispel stereotypes and encourage learning about the other's point of view. This activity is used in, but should not be limited to, social studies classes. It is recommended that a minimum of six (6) sessions are offered and that the sessions are well planned.

- **Latch Key Programs** – Latch key or after school programs have become more and more necessary as most parents work and children come home to unsupervised settings. An intergenerational telephone "help line" that links latchkey children with older volunteers who are often frail or homebound provides a dual service. Isolated senior adults "connect" to youth in need and are a stablizing link who check in with children at certain time of the day. This activity also inhibits negative "idle" behaviors most prevalent between the 2:30 p.m. and 8:30 p.m. hours.

- **Pen Pal Programs** – encourage improved writing skills of youth and can enhance, enrich, and increase opportunities for isolated seniors to feel "connected". These activities can take place weekly, bi-monthly, or once per month.

- **RSVP (Retired Senior Volunteer Program)** - a component of the Corporation for National and Community Service, the national volunteer agency, involves volunteers 60 or older who serve through nonprofit and public community organizations.

- **Reading and Literacy** – Older adults encourage the "joy of reading" to at-risk youth through this enriching experience which provides the foundation for academic excellence in English writing and composition. In addition family and individual tutoring programs provide support for young adults and older adults in a "cross generational" atmosphere for learning.

- **Site Visits** – provides opportunities for youth to visit adult day care centers or for senior adults to visit child care centers on a weekly basis. A wide variety of activities, which stimulate both the elderly and youth, include tutoring, playing games, arts and crafts and sharing stories. These visits create an atmosphere conducive to stimulating positive self image.

- **Special Events** – Setting aside time for both seniors and youth to celebrate intergenerational experiences and encourage youth and senior adult bonding is extremely rewarding. Several events that demonstrate this include: Grandparents Day, Senior Citizen Day, Thanksgiving and similar holidays, and Intergenerational Day.

- **Students Serving Seniors** – A variety of activities can be developed that are beneficial to both senior adults and teens. Leaf raking and general yard work; snow removal; car care by vocational education students; home and garden plants and flower care, participating in the Meals on Wheels program; reading to the visually impaired; holiday card preparation and gift wrapping and many other important services are excellent examples.

- **Tutoring** – Can be offered through a variety of useful strategies. One scenario is having one or two older persons as "floaters" in the classroom assigned to help with a specific topic or learning strategy. Another scenario is connecting seniors as one-to-one partners with special needs youth. Tutors help in a variety of subjects, but most often in math and reading. The senior adult usually receives orientation and training to ensure comfort with the subject matter.

- **Youth and Seniors Intergenerational Camps** – Developing programs that encourage youth and seniors to interact as part of summer camp programs is a great way to encourage mutually beneficial activities. Camp programs provide "buddy" and team support through experiences as simple as group fishing and boating to cooking out and nature walks.

SOURCES: **The Illinois Intergenerational Initiative**
The Intergenerational Connections Resource Guide: Challenges and Choices for Communities

Beginning A Mentor Program

There are several key steps to beginning a mentoring program:

- *Recruitment/Screening* – Developing flyers, memos, and media announcements to disseminate to various organizations; inviting prospective volunteers to attend agency information sessions; referrals from program volunteers, and assigning guest speakers.

- *Orientation/Training* – Inviting volunteers to an orientation at their "adopted school" or community based center is an ideal way to begin the volunteer process. During this meeting, the volunteers will learn about the typical day in the life of the people they will help. They will become familiar with support staff and other mentors. They should be invited to a tour of the facility, become familiar with staff, and identify entrances, exits, and other conveniences. Volunteers will also have an opportunity to become familiar with youngsters with whom they will work and receive pointers on listening and other topics.

- *Matching/Responsibilities* – Recommending students for the program is a collaborative effort between school principals, teachers, school psychologists, social workers, guidance counselors, and staff of the organization that will provide the mentors.

- *Weekly Sessions* – Scheduling mentor support of their mentees on a weekly basis can be a great benefit to the mentees. Activities can include tutoring, visiting the school library, playing games, and field trips.

- *Evaluation* – Preparing and maintaining attendance records and observations of student attitudes and behaviors are important details for the evaluation process. Students should be pre and posted tested to determine attendance or academic improvement or areas in need of additional support.

SOURCE: The Mentor Handbook Dr. Susan G. Weinberger

Suggested Outline for Mentor **Orientation Training**

Welcome to Program

Mentor Introduction and Information Sharing Exercise

(A two-minute interview and introduction exercise can be a great ice breaker. By pairing mentors, each is given an opportunity to sample the level of initial interaction he/she will experience with youth partners during the first meeting.)

Overview of Program

1. Review purpose of program (include benefits to volunteers and program participants)
2. Review and detail the goals and objectives
3. Review expectations of mentors (time of sessions or activities; paperwork, schedules)
4. Review any significant liability issues (i.e. volunteers transporting youth)
5. Review any confidentiality issues

Overview of Program Participants

1. Describe relevant characteristics of youth participants
2. Provide general problems, needs, and goals to be addressed
3. Identify specific topics to be reviewed
4. Explain the volunteer/youth "matching" process

Sensitivity Session

1. Review/discuss social and cultural awareness
2. Identify any "special needs" case management issues
3. Clarify role expectations
4. Provide helpful communication skills support

Overview of Volunteer Site(where relevant)

1. Specific directions to location
2. Basic details about facility (supplies, lavatory, emergency contact on site)

Session Summary

All Volunteer Meetings should include appropriate break times and refreshments.

Mentor Training Strategies

Get Volunteers Ready for Mentoring

- ✓ Be sure the volunteers understand program goals and benefits to participants
- ✓ Give the volunteers opportunities to clarify their expectations from the program
- ✓ Provide opportunities for volunteers to get to know each other
- ✓ Provide role clarification (program staff, volunteers, and participants)
- ✓ Where applicable, provide an opportunity for the parents of mentor and volunteers to meet

Provide Ongoing Volunteer In-Service Training

- ✓ Reinforce ways to interact with youth
- ✓ Update and enhance methods of what do to when things arenit working as expected
- ✓ Role play how to deal with difficult situations
- ✓ Provide an atmosphere for sharing personal challenges and encouraging peer support

Design Group Activities

- ✓ Develop opportunities that encourage mentors to interact in a supportive peer focused setting
- ✓ Encourage peer problem solving activities as part of orientation and in-service training
- ✓ Include opportunities for mentors to socialize on a regular basis

Sample Volunteer Job Description

Commitment Time: (be specific about length of time)

Areas of Involvement: Developing supportive relationship with one program participant involved in (list program title)

Qualifications:

- Ability to communicate with youth openly
- Willingness to listen non-judgmentally
- Interest in the needs and concerns of youth educationally, economically, and socially
- Strong problem-solving skills and abilities
- Sensitivity to persons of different educational, economic, cultural, and racial backgrounds

Responsibilities:

- Attend orientation and training sessions
- Attend ongoing mentor in-service support and training sessions (good to provide a calendar, with dates of each session, during orientation training)
- Meet with youth partners on a regular basis to establish supportive and nurturing relationship
- Maintain time log and other related information useful for program evaluation

MODEL PROGRAMS – Faith-Based Initiatives

Throughout American history, churches and faith-based organizations have played an integral part in the development of young people. Churches and faith-based organizations can be one of the best ways of securing mentors to work with youth. By drawing on the time and talents of committed church volunteers, mentoring puts faith into practice.

There are several ingredients to a strong and effective faith-based mentoring program:

- *Leadership Support* - The pastor or faith-based leader and his/her designate must be aware of and actively support and promote the program.
- *Membership Support* - Faith-based members must not only support but volunteer to assist as a demonstration of their belief in the value of the program as a ministry in the church or faith-based institution.
- *Youth Awareness, Input and Active Participation* - The inclusion of youth in the early development stage can be invaluable to success and longevity.
- *Parent Advisory Support* - Parents must support the involvement of their children. Parents are excellent spokespersons; use them for announcements and promoting events. It is also helpful to include parents as mentors, tutors and as active advocates of program activities.
- *Partnerships with community stakeholders* - Take time to canvas and assess the church or faith-based organizationís community to identify possible sources of expertise who can enrich the program. These potential partners/collaborators/supporters can include other churches, youth and volunteer organizations, funding sources, governmental agencies, and civic and social groups or associations.
- *Budget and Planning* - Outline a detailed program budget as part of the "first step" in planning. Do not ignore the need for training support, evaluation, and volunteer recognition.

Begin With An Assessment

In its publication, *Church Mentoring Network: A Program/Manual for Linking and Supporting Mentoring Ministries*, the National Mentoring Partnership recommends that the church planning team prepare an assessment of needs to include the following:

- Determine to what degree mentoring occurs in your church neighborhood
- Is there an umbrella organization which supports the needs of church mentoring programs? If yes, describe its services
- What challenges will the church face in developing a mentoring program alone?

SOURCE: United Way Volunteer Center of Southeastern Pennsylvania

- Where can the church currently get help in developing a mentoring program?
- If you know of a church that has a mentoring program, how much does it cost to operate?
- What would be the benefits of initiating a church mentoring network?
- What churches can you identify as willing to participate in a network of mentoring service for youth?
- If you are not a 501(c)(3), do you have a potential "sponsoring" organization for more effective delivery of program services?
- What will be your first steps? What is the program mission/focus? Who will coordinate the effort? Who will be part of the parent advisory group? How soon can a budget planning team be organized? Who can reach potential funding sources? What is the target program implementation date?

RESOURCES

Maryland Government Liaison to Faith-Based Organizations
Lynn Bowens., Constituent Services Representative, Maryland Department of Human Resources, 410-332-6347

National Congress for Community Economic Development, 1030 15th Street, NW, Suite 325, Washington, DC 20005 (202) 289-9020 www.ncced.rog

Hudson Institute, Faith In Communities Project, 757 King Street, Charlottesville, VA 22903 www.hudsonfaithincommunities.org

The Alban Institute, 7315 Wisconsin Avenue, Suite 1250 West, Bethesda, MD 20815, (800) 486-1318 www.alban.org

The Empowerment Network, 300 I Street, NE, Suite 301, Washington, DC 20002, (202) 543-5100 www.empowermentnetwork.org

The Foundation Center, www.fdncenter.org

MEASURING PROGRAM OUTCOMES

Many funders have confirmed one of the weakest areas of many grant proposals is the evaluation/assessment plan. It is imperative that the process for determining the success of stated objectives be constructed and the data collection process be developed so that the program outcomes can be useful "quality monitoring" instruments. The current trend is for funders to seek more than data on how many people received how many hours of service. They seek answers to the following questions:

Are the services achieving what they set out to achieve?

Are the agencyís services really helping anyone?

Are the services helping people change?

Are the services helping people change in the manner in which they want to be changed?

There are two major barriers agencies and organizations face when implementing an evaluation: 1) the amount of staff time and money needed to complete an evaluation; and 2) the high level of research skills needed to conduct an evaluation.

The following information demonstrates that program evaluation procedures can be inexpensive, easy to implement, highly relevant and non-threatening to staff.

Planning the Evaluation Process

When developing an evaluation plan, the following items should be included:

- Describe the program in sufficient detail that a determination can be made of potential impacts and degree of implementation of procedures and activities.
- Identify who it is you want to satisfy or influence with the evaluation so that the evaluation is useful to you.
- Describe the purposes of the evaluation in enough detail so specific questions can be written to guide data collection.
- Plan a valid, reliable, and practical data-gathering strategy for each evaluation question.
- Set performance standards for the evaluation questions.
- Determine procedures for selecting those from whom data are to be collected.
- Set timing of measurements to coincide with expected occurrence of program implementation and/or impact.
- Plan methods to process and analyze data.

SOURCE: **A Guidebook For Planning Impact Evaluations to be Useful, Feasible, Ethical, and Accurate**
M.F. Smith. 1984. University of Florida, Gainesville

- Plan who is to do "what" and "when" in order to get evaluation accomplished.
- Review plans and make sure sufficient resources are available to carry out evaluation.
- Implement plans
- Report to stakeholders (funders) at times and in ways to meet their needs.

Development

A good evaluation plan should begin with the organization's mission followed by clearly defined program objectives (brief, concise, measurable). The successful evaluation implementation process should be initiated immediately at program start up and should be an active part of program operations. In order to insure this fact:

- Identify categories or problems and challenges which will be addressed during the program implementation process
- For each category identified, determine what will be the evaluation measure used as a "yardstick" by which program effectiveness will be measured, keeping in mind:
    - it must be a valid measure used to collect data
    - it must be perceived as a benefit to the community of participants involved
    - it must be feasible and easy to administer by the staff

Example of Category Problems, Evaluation Measures, Data and Measure of Benefit

Problem Area	Evaluation Measure	Data Source	Measure of Benefit
School Problems	Number of youth enrolled in school	Parent or youth	The number of youth who remained in school
Drug or alcohol abuse	Number of drug-or alcohol arrests, job terminations, school suspensions, or school withdrawals	School records	Reduced number of school suspensions or percent of youth with no further suspensions

Source: Social Casework: The Journal of Contemporary Social Work, February, 1986

- Identify and use pre-assessment tools and strategies to determine the present status of those to be helped, trained or served
- Determine the most effective "program" time to initiate the pre-assessment tool

Data Collection

Data collection can take many forms; however, the key to the success in any process is clarity and consistency. Each problem category may require intake assessment (verbal or written) based on problem occurrences or academic challenges. Documentation (nature of occurrence, last occurrence, number of times) should be noted. This should be completed for each problem area in order that structured and relevant information for each problem category are obtained and properly recorded.

Where necessary and appropriate, staff should explain to the clients that the program is being evaluated to ensure that they are getting the best service/training/support available. It is important to explain that they may be contacted at intervals or be asked to sign consent forms for access to information helpful in serving them. If school records are needed, parents may be asked to provide permission so the school can release information about specific academic or behavioral challenges experienced by their children.

It is important to remember that the more direct the data collection is and the more detailed the methods used to report the results are, the less need there is for a sophisticated researcher or an outside evaluation consultant.

Photo By: Maya Brooks

Finding Support for Your Program

Jane Angelis, Director, Illinois Intergenerational Initiatives presented several ideas for raising funds in her book, Creating Intergenerational Coalitions Bottom Up which are outlined below:

- Read the newspapers and be alert to opportunities for clubs and organizations such as Lions Club, Kiwanis, Junior League, and other local community groups that can be approached.

- Approach area businesses. Funding is most favorable when you are able to get local employees, supervisors and administrators interested. It is important to remember to contact small as well as the large businesses.

- The greatest sources for program funding are individuals. "81.2% of all giving is done by individuals and 6.8% through bequests. Only 7.3% of the total is provided by foundations and 4.7% by corporations." (Marilyn Hennessy, Retirement Research Foundation).

People Resources: Recruitment Ideas

- Tap community churches, meet with ministers or designated leaders
- Identify key leaders who are supportive of intergenerational programs
- Identify associations with many adult members
- Make general presentations and target sons and daughters who may have parents who are potential volunteers
- Publish information through news and events publications
- Attend a volunteer recruiting fair
- Involve volunteers in planning
- Publish information in corporate "house organs"

SOURCE: Adapted from the Chicago Intergenerational Network

Places to Look for Partners and People

- Schools and universities
- Long-term care facilities
- Child care centers
- Recreation and park departments
- Community centers
- Youth organizations
- Churches, synagogues, etc.
- Small and large businesses and corporations

Grant Opportunities

Dunn Foundation. The Dunn Foundation is dedicated to helping people relearn the value of community appearance through visual environmental education. The Foundation believes that an understanding of the visual environment and the forces that shape it will strengthen the connections young people have to places and reinforce the civic values vital to healthy communities. The Dunn Foundation actively identifies and supports K-12 educational programs enhancing young people's understanding of the visual environment. Application forms and more information are available at: http://www.dunnfoundation.org

JCPenney. JCPenney supports drug prevention and will give funding for after-school programs for curriculum-based programs. Eligible candidates are nonprofits or state agencies wanting to support or help organize activities. Schools are not usually funded. Applicants are accepted year-round. For more information, contact JCPenney Community Relations & Contributions Manager, P.O Box 10001, Dallas, TX 75301-8101 and online at http://www.jcpenney.net/company/commrel/guidelin.htm.

John D. and Catherine T. MacArthur Foundation. Funds are available for youth-serving organizations; youth community service initiatives; and violence intervention. No application form. Letter of inquiry to Grants Manager, 140 South Dearborn Street, Suite 1100, Chicago, IL 60603. www.macfdn.org.

National Gardening Association's Youth Garden Grants Program. The National Gardening Association awards 400 Youth Garden Grants to schools, neighborhood groups, community centers, camps, clubs, treatment facilities, and intergenerational programs throughout the United States. Each grant consists of an assortment of quality tools, seeds, and garden products that have been contributed by leading companies from the lawn and garden industry, and valued at more than $750. At least fifteen children between the ages of three and eighteen must be included in a child garden. Selection criteria include leadership, need, sustainability, community support, innovation and educational, environmental and/or social programming. www.garden.org

NSLC – Resources and Tools. Awards and special funding opportunities throughout the United States. www.servicelearning.org/resources_tool

Intergenerational and Aging Programs. Community outreach, education, intergenerational issues and strategies. http://ipl.unm.edu/ia

Cross Topic Reference Aging Internet Information Notes. Raising Grandchildren; Caregiving resources; grants and funding; intergenerational programs. http://www.aoa.gov

Materials Available for Purchase

Bridges Intergenerational Mentoring – The purpose of Intergenerational Bridges is to provide newly-arrived immigrant children with supportive senior adult mentors to assist with acculturation, improving communication skills and personal development. Replication Guide provides detailed steps for recruitment, training and program development. Contact: Interages, Inc., 3950 Ferrara Drive, Wheaton, MD 20906 Cost: $20.00

Grandcare: Older Adults as Employees in Child Care - The project mission includes: increasing the available labor pool for child care; and providing flexible and meaningful employment for older adults. Replication Guide includes: tools and strategies to program start up, training guidelines, sample application forms, job descriptions, orientation and training. Contact: Interages, Inc., 3950 Ferrara Drive, Wheaton, MD 20906 Cost: $18.50

Involving Youth in the Community- Contact: Partners in Education, 901 North Pitt Street, Suite 320, Alexandria, VA 22314. Cost: $20.00

Intergenerational Partnerships – Contact: Partners in Education, 901 North Pitt Street, Suite 320, Alexandria, VA 22314. Cost: $50.00

Organizing Effective School-Based Mentoring Program – Contact: Partners in Education, 901 North Pitt Street, Suite 320, Alexandria, VA 22314. Cost: $35.00

Project SHARE: A Guide for Bringing Students and Adult Day Care Participants Together – Project SHARE was designed to provide intergenerational connections between seniors at designated adult day care centers and students from nearby schools. Replication Guide includes: project rationale, goals and objectives, program development and implementation with same letters of agreement, suggestions and ideas for IG activities and sample program certificates. Contact: Interages, Inc., 3950 Ferrara Drive, Wheaton, MD 20906 Cost: $20.00

Self-Esteem Through Service (SETS) – Self-Esteem Through Service is designed to provide opportunities for at-risk youth and isolated frail and physically limited seniors to meet together for mutually beneficial experiences. Activities are planned to foster relationships between the two groups. Replication Guide includes: rationale for project, goals and objectives, staffing requirements, selection and preparation of the populations, sample activities, and project evaluation. Contact: Interages, Inc., 3950 Ferrara Drive, Wheaton, MD 20906

TRAINING OF TRAINERS CAST (Children and Seniors Together) Guide
CAST is a senior awareness seminar dedicated to assisting communities and program personnel in developing programs that bring seniors and children together. This seminar is not designed to teach new skills but to awaken skills that have not been used. The seminar includes active participation from the students in the form of discussion, role playing, and/or other activities. The training guide includes: Notes to the Instructors, Topics of Study, Review and Discussion Handouts, Classroom/Student Activities, Evaluation Form, Glossary of Terms and a Bibliography. Contact: Ready At Five Partnership, 111 S. Calvert Street, Suite 1720, Baltimore, MD 21202 Cost $5.00

RESOURCES AND SUPPORT

Intergenerational Web Sites

AARP
www.aarp.org

Administration on Aging
http://www/aoa/gov

Elderhostel Intergenerational Programs
http://www.elderhostel.org/programs/special/intergenerational/default.asp

Experience Corps
http://www.experiencecorps.org/

Generations Together
University of Pittsburgh
www.pitt.edu

Generations United
www.gu.org

Interages, Inc.
www.interages.com

Intergeneration Day
(Intergeneration Foundation)
http://www.intergenerationday.org/

Intergenerational Program
(Hunter College/Brookdale Center on Aging)
http://www.brookdale.org

Intergenerational Subcommittee
(American Library Association)
http://www.ala.org/olos/intergenerational.html

Link-Ages Place
Christ Congregational Church
www.christ-ucc.org/link-ages

Temple University Center for Intergenerational Learning
www.temple.edu/departments/CIL

The National Mentoring Partnership
http://www.mentoring.org

Charlie Culbertson, Chair
United Seniors of Maryland
412 Carolina Road
Towson, MD 21204
Phone/Fax : 410.823.6432
ceculbert@aol.com

Ferne Abramowitz
Baltimore County Dept. of Social Services
The Drumcastle Government Center
6401 York Road
Baltimore, MD 21212
Phone: 410.853.3914
Fax: 410.853-3599
fabramowitz@co.ba.md.us

Louise Corwin
Ready At Five Partnership
111 S. Calvert Street, Suite 1720
Baltimore, MD 21202
Phone: 410.727.6290
Fax: 410.727.7699
louise@mbrt.org

Larry Crouse
Howard County Head Start
10441 Sternwheel Place
Columbia, Maryland 21045
Phone: 410.997.1708
Fax: 410.997.7067
lmslcrou@gateway.net

Fran Donaldson
Deep Run Elementary School
6925 Old Waterloo Road
Elkridge, Maryland 21075
Phone: 410.313.5000

James B. Dryden
MD Association of Elementary School Principals
207 Northway
Havre de Grace, MD 21078
Phone: 410.939.0368
Fax: 410.939.0425
jbdryden1@home.com

Luke Frazier
Maryland Student Service Alliance
MD State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
Phone: 410.767.0356

Mary Gunning
Maryland Head Start Association
St. Jerome's Head Start
915 Sterrett Street
Baltimore, MD 21230
Phone: 410.685.1700
Fax: 410.659.3021

Austin Heyman
6308 Poe Street
Bethesda, MD 20817
Phone: 301.469.8892
heygemini@erols.com

Laurice Jones
St. Veronica's Head Start
2920 Joseph Avenue
Baltimore, MD 21225
Phone: 410.354-0057
bevljones@yahoo.com

Verna Kushel
Maryland Committee for Children
1 Lydia Court
Baltimore, MD 21208
Phone: 410.655.1774
Vkushel@aol.com

Phyllis Madachy
MD Association of Area Agencies on Aging
Howard County Department on Aging
6751 Gateway Drive
Columbia, MD 21046
Phone: 410.313.6410
Fax: 410.313.6424
pmadachy@co.ho.md.us

MARYLAND INTERGENERATIONAL COALITION – MEMBERS

Barbara Newland
Interages, Inc.
3950 Ferrara Drive
Wheaton, MD 20906
Phone: 301.949.3551x14
Fax: 301-949-3190
newland@interages.com
www.interages.com

Pat Owens
Frederick County GAP
6525 Fish Hatchery Road
Thurmont, MD 21788
Phone: 301.898.8023
Fax: 301.631.3471
owenspat@aol.com

Dorothy Rembold
343 Overcup Court
Millersville, MD 21108
Phone: 410.987.2408
Keithdotrembold@aol.com

Jacqueline Rohden-Trader
Baltimore Mentoring Partnership
605 N. Eutaw Street
Baltimore, MD 21201
Phone: 410 675-8316

Susan London Russell
Maryland Department of Aging
301 W. Preston Street, 10th Floor
Baltimore, MD 21201
Phone: 410.767.6032
Fax: 410.333.7943
slr@mail.ooa.state.md.us

Maxine Seidman
Play Keepers, Inc.
6601 Chelwood
Baltimore, MD 21209
Phone: 410.484.6220
Fax: 410.602.8869

Laura Stein
Play Keepers, Inc.
2302 Farringdon Road
Baltimore, MD 21209
Phone: 410.952.2718
LULUGAIL@home.com

Melvin Stern
American Academy of Pediatrics/MD Chp.
6685 Mink Hollow Road
Highland, MD 20777
Phone: 301.854.3444
Fax: 410.531.3313

Darla Strouse
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
Phone: 410.767.0369
Fax: 410.333.3867
dstrouse@msde.state.md.us

Sue Fryer Ward
Maryland Department of Aging
301 W. Preston Street, 10th Floor
Baltimore, MD 21201
Phone: 410.767.1102
Fax: 410.333.7943
sfw@mail.ooa.state.md.us

Virginia Watts
Retired Teachers Association-AA County
714 Cotter Road
Glen Burnie, MD 21060
Phone: 410.766.8293
Fax: 410.766.1509
vwatts6775@aol.com

Betty Ann White
AARP-RTA Liaison
P.O. Box 6573
Annapolis, MD 21401
Phone: 410.224.2599
bettypurple@juno.com

Theresa V. Wilson
VMAssociates, Inc.
2404 Bytham Court, Suite 303
Windsor Mill, MD 21244
Phone/Fax: 410.298.4440
verne21@aol.com

How to Find Out More

Please indicate your interest in and desired level of involvement in the Maryland Intergenerational Coalition.

- ❒ I am interested in attending the monthly Coalition meetings and would like a meeting schedule
- ❒ I am interested in being on the Coalition's mailing list to receive information on its programs and progress
- ❒ I am interested in receiving examples of "effective practices" which support intergenerational activities
- ❒ I am interested in starting an intergenerational program and need technical assistance
- ❒ I am aware of intergenerational programs not included today. The contact (s) is/are:

  _____

  _____

- ❒ I/my organization will support the Coalition with a financial contribution.***(Please make checks payable to Ready At Five)***
- ❒ Other _____

Name: _____

Title: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

Email: _____

Please return this form to: Maryland Intergenerational Coalition
Ready At Five Partnership
111 S. Calvert Street, Suite 1720
Baltimore, MD 21202
Phone: 410/727-6290 Fax: 410/727-7699
ra5@mbrt.org

CE 064516

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: How to Start Intergenerational Programs in Communities

Author(s):

Corporate Source:

Publication Date: September 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ↑

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ↑

☑

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ↑

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Louise J. Corwin	Printed Name/Position/Title: Louise J. CORWIN
Organization/Address: Maryland Intergenerational Coalition Ready at Five Partnership	Telephone: 410.729.6290 FAX: 410.727.7699
	E-Mail Address: LOUISE@MBRT.ORG Date: 1/23/03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor: Maryland Intergenerational Coalition
Address: c/o Ready At Five Partnership
Price: Available on Ready At Five's Website - Readyatfive.org

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse**Acquisitions Coordinator**
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: